



# Portfolio Development Guidelines

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Digital Media Technologies Department



Instructional  
 Technology

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04-09-2002, 10-17-2002, 6-30-2004, 7-15-2005

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2017

Effective 8-2004

Revised 6-30-2004

Revised 7-15-2005

Revised 2013

Revised 2017

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# 1 What is a Portfolio?



## Authentic Assessments

Authentic assessment is the foundation in a building block approach to student performance. The sequence of courses requires students to demonstrate an increasing sophistication in their application of technology to meet learning needs through instructional design, media production and application.

Each student will demonstrate assessment activities. These may include various types of performances, design, development and approval of a portfolio prior to acceptance into internship, and completion of a separate portfolio as part of internship assessment.

The process of developing authentic assessment includes formation of objectives within complex problems that reflect real life experience. The artifacts have characteristics, which might include but are not limited to:

- ◆ May have more than one right answer
- ◆ Thought provoking, not recall of memorized facts
- ◆ Require decision making, rather than just rote memorization

- ◆ Develops thinking in a variety of ways
- ◆ Leads to other problems to be solved
- ◆ Raises other questions
- ◆ Often more than one correct approach

Types of authentic assessments might include but are not limited to the following:

Examples:

- ◆ Materials developed for workshops/courses
- ◆ Technology plans you have developed
- ◆ Syllabi of courses taught
- ◆ Oral questioning
- ◆ Summaries and reflections

## What is a comprehensive portfolio?

The comprehensive portfolio is viewed as both a product and process. As a product it demonstrates, through a purposeful collection of work, the knowledge and skills a student has attained as a result of the learning and growth in the Instructional Technology (IT) M. Ed. and Specialist Certification Programs at East Stroudsburg University. As a process, the creation of the portfolio enables the student to become a reflective learner and to continue on the

path of life-long learning. The process includes a portfolio review process by the faculty and is part of the assessment required for program retention and graduation.

## What are the components of a comprehensive portfolio?



## Types of Portfolios

### Comprehensive

The Comprehensive Portfolio is assessed before exiting the program. It is a combination of the Programmatic Portfolio and Internship portfolio. The candidates complete the Comprehensive Portfolio with a synthesis of the self-selected projects that support the mastery of M.Ed. Outcomes and/or PDE Technology Specialist Standards. All Outcomes and/or Standards should be completed at this time.

### Programmatic

The programmatic portfolio demonstrates students' activities and growth in the Instructional Technology program at East Stroudsburg University. The candidates complete the Programmatic Portfolio with a synthesis of the self-selected projects that support the mastery of M.Ed. Outcomes and/or PDE Technology Specialist Standards.

Programmatic Portfolios are completed the semester before internship. All Outcomes and/or Standards may not be completed due to remaining experience and coursework.

Students' programmatic portfolios are submitted and approved by the faculty prior to the beginning of their internships.

### Internship

The Internship Portfolio demonstrates students' activities during the 120-hour field experience that takes place after passing the Programmatic Portfolio evaluation.

The Internship Portfolio should display artifacts from the experience beyond that of the Outcomes and/or Standards. The portfolio must be presented to the advisor within two weeks after the completion of the internship and to a graduate class in the DMT department illustrating the internship experience.

## Comprehensive portfolio must contain:

Demonstrates revision & mastery of elements not met during the programmatic portfolio.

### D2L Portfolio Submissions

- ◆ Upload Portfolio Hyperlink for Programmatic, Internship and Comprehensive portfolios
- ◆ Portfolio's File Description includes: Advisor's name, Program/track (i.e. M.Ed., M.Ed. with Certification, or Certification)
- ◆ Additional uploaded files: plan of study with all signatures, and internship hour log

### Programmatic Portfolio

- ◆ Identify Portfolio with your name and Program/track (i.e. M.Ed., M.Ed. with Certification, or Certification)
- ◆ Identify any specific requirements to view portfolios
- ◆ Use a Table of contents or navigation
- ◆ Plan of Study: scanned original of completed document
- ◆ Professional Resume
- ◆ Artifacts with summaries and reflection statements
- ◆ Philosophy statement
- ◆ Plan for future growth and development
- ◆ \*Certification - completed cross reference grid with hyperlinks to any facts.

### internship Portfolio

- ◆ Include Internship hour log
- ◆ Artifacts with summaries and reflection statements
- ◆ Disposition reflection

# 2 Submission process



## Step 1: Programmatic Portfolio

The programmatic portfolio must be submitted and approved by the faculty the semester prior to the beginning of the internship.

## Submission Dates

**All candidates for internship must indicate in writing the intent to submit a portfolio to their instructional Technology graduate advisor by the following dates:**

- ◆ September 30<sup>th</sup> if spring semester internship is anticipated
- ◆ February 15<sup>th</sup> if summer or fall semester is anticipated

**Submit portfolio to their graduate advisor for faculty review by the following dates:**

- ◆ **October 30<sup>th</sup>** if spring semester internship is anticipated
- ◆ **March 15<sup>th</sup>** if summer/fall semester internship is anticipated

**Decision to go onto Internship:** After your programmatic portfolio review, the faculty will determine whether or not you have exhibited sufficient concept mastery to proceed onto the internship. Your Programmatic Portfolio must be submitted in the D2L dropbox. The decision after the presentation and the assessment of your Programmatic Portfolio will be evidence and submitted in the D2L assessment system.

## Step 2: Internship Portfolio

Each student will design and develop a portfolio that is representative of the activities and experiences of their internship. The internship portfolio must be submitted following the completion of the internship. This portfolio must be presented to their ESU Internship advisor within two weeks after the completion of the internship. Submission and presentation of the Internship Portfolio is part of the internship course requirements. Your Internship Portfolio must be submitted to the D2L assessment system. The **Internship Portfolio** will be evaluated in the D2L assessment system.

## Step 3: Comprehensive Portfolio

After completion of the internship, you are required to complete all revisions and add artifacts as necessary to create your Comprehensive Portfolio, and submit it to the assigned faculty member for assessment. Your Comprehensive Portfolio must also be submitted to the D2L assessment system. The **Comprehensive Portfolio** will be evaluated and submitted in the D2L assessment system.

Mastery completion of the comprehensive portfolio is necessary for the M.Ed. and/or Instructional Technology Certification program at East Stroudsburg University.



## Recognition for Outside Experience for Certification

### How do I gain credit or show standard compliance for prior courses and experiences?

An optional, work experience portfolio is required for students seeking to demonstrate mastery of course content and/or compliance with a certification standard, and who are requesting substitution of another course(s) or acknowledgement of satisfaction of certification standard(s).

The optional portfolio provides an opportunity for the student to demonstrate prior experiences and activities from other courses that are relevant to either the degree and/or certification IT programs. The submission of the optional portfolio must occur within the first semester of their attendance or no later than 9 credits into the Instructional Technology certification program.

Certificate seeking students with prior experiences or courses may seek to demonstrate their meeting of certification standards. Degree seeking students with prior experiences or courses may seek to demonstrate their mastery of course content and seek the substitution of another course.

East Stroudsburg University does not permit the granting of credit for experiential learning in these programs.

### What is the process for submission of an optional work experience portfolio?

All candidates must **indicate in writing** the intent to submit a portfolio to their Instructional technology graduate advisor by the following dates:

- ◆ September 30<sup>th</sup> if spring semester internship is anticipated
- ◆ February 15<sup>th</sup> if summer or fall semester is anticipated

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**Submit portfolio to their graduate advisor for faculty review by the following dates:**

- ◆ October 30<sup>th</sup> if spring semester internship is anticipated
- ◆ March 15<sup>th</sup> if summer/fall semester internship is anticipated

Students must participate in an oral presentation and exhibition of the portfolio. The presentation date is agreed upon by the advisor and student. The time for the presentation will be approximately one hour. The presentation date is agreed upon by the advisor and student.

### Recommendations for Formatting

- ◆ Ask your advisor for examples of Electronic Portfolios that have been previously submitted.
- ◆ Gather all of your artifacts into one folder.
- ◆ All document files should be converted to PDF.
- ◆ If you have several elements for one artifact, place all elements into a separate folder within the portfolio folder.
- ◆ Use the provided chart in chapter 7 to organize & locate your artifacts and link each artifact to the appropriate section.
- ◆ The final presentation must be submitted electronically on a web-based document. Each artifact should be matched with the standards and/or appropriate outcomes.

## 3



## Programmatic Portfolio Instructional Technology M. Ed

The purpose of the Master of Education (M.Ed.) in Instructional Technology is to address the learner and develop instructional design using 21st Century skills and technology. Students will focus on creativity and innovation; critical thinking and problem solving; and communications and collaboration skills that will prepare them to be competitive in our evolving global society. The M.Ed. prepares the student for a variety of careers within instructional design, instructional technology, learning technologies and instructional analyst.

### Plan of Study

The plan of study should be completed with the academic advisor after completing 6-9 credits. The plan will be signed by the student, advisor, department chair, and graduate dean. After all signatures are

obtained, the plan of study will be mailed to the student. The student is required to scan a copy of the signed plan of study and upload it into D2L.

### Artifacts

Artifacts from graduate courses to demonstrate all program outcomes

- ◆ Conform to the requirements in the design/ production guidelines
- ◆ A minimum of 8 artifacts and a maximum of 20 artifacts should be provided as documentation
- ◆ All outcomes must be addressed
- ◆ A single artifact can document more than one outcome/standard
- ◆ Artifacts reflect the different content of **at least 8 of the courses** from the approved plan of study

### Summary and Reflection

An artifact summary must be included for each artifact in your portfolio. In a 1-2 page summary, explain how this artifact indicates mastery of the standard/outcome using the following as guidelines:

- ◆ What standard(s)/outcome(s) are being met?
- ◆ Identify 1-3 elements of the artifact and explain why/how they demonstrate mastery.
- ◆ How does, will, or could the content of this artifact benefit your instructional audience or professional community?
- ◆ Reflection: What did you learn from the experience when you created the artifact or took the course?

## Philosophy

All Instructional Technology students must complete a philosophy of instructional technology in learning and include it in the programmatic portfolio.

Prepare a philosophy of technology integration that addresses the following areas of professional vision, position and responsibility:

### Role of Technology in Learning

- ◆ A contextual perspective of the learning organization and the role of the instructional technology within the organization
- ◆ The national, state, local, global, geopolitical, and social systems influence on the instructional technologist or designer's role and responsibilities

◆

### Professional Vision

- ◆ Establishing and sustaining a positive climate toward technology integration in a single learning organization
- ◆ Development, implementation, and evaluation of curriculum, learning modules, and technology services and infrastructure
- ◆ Program design, implementation, and evaluation
- ◆ Strategies and behaviors conducive to positive management of services, staff, equipment and materials. The application of technology as a tool for instruction, learning, management, and administration
- ◆ Building and maintaining positive partnerships with the various stakeholders which could include administrators, management, faculty, staff, students, parents, and local and global community
- ◆ Reflective of personal professional growth and development

### Plan of Future Growth and Development

- ◆ Engage in continual learning to deepen content, andragogical, pedagogical knowledge in technology integration with current and emerging technologies
- ◆ Regularly evaluate and reflect on professional practice and dispositions to improve and strengthen your ability to effectively model and facilitate technology-enhanced learning experiences
- ◆ Use various traditional and digital tools for learning and global communication in ways that could challenge your thinking

## Presentation

It is an accomplishment to get to this stage in the Master's Degree process. All students will present their programmatic portfolio to the graduate coordinator of Instructional Technology Master degree program.

### Time line & Logistics:

- ◆ Students must complete a rough draft of their programmatic portfolio the semester before the start of their internship.
- ◆ The student will present the portfolio in an informal setting to the graduate coordinator, either in the department office or via online conferencing technology. This presentation should be practiced prior to your appointment to maintain an approximate 30 minute presentation time.

### Opening:

- ◆ Philosophy (Try to be concise but recapitulate the important points)
- ◆ Show the outcomes and/or standards if applied, and the artifact and reflection with which it is aligned
- ◆ Lastly, your future plans (or in the beginning)
- ◆ End your presentation – after 40 minutes

**Additional Notes:**

- ◆ Following the presentation, the graduate coordinator will discuss updates and changes that may be necessary.

**D2L Portfolio Submissions**

- ◆ Upload Portfolio Hyperlink for Programmatic, Internship and Comprehensive portfolios
- ◆ Portfolio's File Description includes: Advisor's name, Program/track (i.e. M.Ed., M.Ed. with Certification, or Certification)
- ◆ Additional uploaded files: plan of study with all signatures, and internship hour log

**Programmatic *Portfolio submission***

- ◆ Identify Portfolio with your name and Program/track (i.e. M.Ed., M.Ed. with Certification, or Certification)
- ◆ Identify any specific requirements to view portfolios
- ◆ Use a Table of contents or navigation
- ◆ Plan of Study: scanned original of completed and signed document
- ◆ Professional Resume
- ◆ Artifacts with summaries and reflection statements
- ◆ Philosophy statement
- ◆ Plan for future growth and development
- ◆ \*Certification - completed cross reference grid with links to artifacts

## M.Ed. Outcomes

| Outcome  | Example  |
|--|--|
| <b>Outcome 1</b><br>Employ the central concepts, tools of inquiry, and structures of the discipline of instructional technology and create an environment conducive to effective integration of technology into the school curriculum.                             | Shows understanding of the entire Instructional Design process. Focus on the development of various learning theories (constructivist, behaviorist, cognitive) as it applies to interactive instruction.       |
| <u>Any 2 Required courses</u>  |  |
| <b>Outcome 2</b><br>Articulates, applies, and adapts theoretical constructs of effective learning, technology integration, and assessment. Show understanding of multiple intelligence, learning theories, and learning styles.                                    | Lesson plan or detailed agenda and plan for a one day technology-related faculty development workshop.   |
| <u>Any 2 Required courses</u>  |  |
| <b>Outcome 3</b><br>Implement a cycle of quantitative and qualitative research that leads to improved technology integration and teacher adoption.   | Project from Intro to Research, other research projects or Thesis.   |
| DMET 580    DMET 581    DMET 589<br><u>DMET 530</u> ELED 570   |  |
| <b>Outcome 4</b><br>Models critical and creative thinking skills in all areas of his or her professional life.   | Show creativity and adaptability for learner , may be demonstrated in technology or through a course project   |
| <u>DMET 526</u> Other courses  |  |
| <b>Outcome 5</b><br>Synthesize best practice research and apply these findings to the development of effective communication techniques to foster active inquiry, collaboration, and guided interaction in positive Instructional Technology learning environment. | How can you use what you learned to develop a better instructional learning environment? What are the qualities of a good leader? Literature search techniques /Leadership Techniques. Also part of Tech plan. |
| Two Courses  |  |

| Outcome  | Example   |
|--|---|
| <b>Outcome 6</b><br>Performance as a reflective and ethical practitioner who continually evaluates the effects of his or her choices and actions on others.                            | Personal philosophy statement about effective technology integration. Portfolio from the program or internship experience, Evaluations from supervising faculty member and cooperating instructional technologist concerning internship experience. |
| <u>DMET 580</u> DMET 581   DMET 585  |   |
| <b>Outcome 7</b><br>Articulate a vision for instructional technology that incorporates policy areas of: Access, interoperability, security, jurisdiction, and maintenance and service. | Instructional Technology Plan   |
| DMET 526   |   |

# 4

## Internship Portfolio

Please see the Internship guidelines for more detailed information regarding the internship process and requirements.

The objective of the Internship is to give the student experiences in a professional setting where the competencies the student has gained through course work can be applied and further developed. The student and their academic advisor plan the internship experience. Additionally, each student will design and develop a portfolio that is representative of the activities and experiences of their internship. This portfolio must be presented to their advisor within two weeks after the completion of the internship.

### Internship Portfolio Artifacts

Artifacts from graduate courses to demonstrate all program outcomes (Master's Degree) and/or standards (Certification)

- ◆ Log of hours (uploaded to D2L or included in portfolio)
- ◆ Artifacts that demonstrate various activities completed during period (screen shots with descriptions are acceptable.)
- ◆ May align outcomes and standards to internship portfolio artifacts. Be sure to include a reflection.

### Summary and Reflection

An artifact summary must be included for each artifact in your portfolio. In a 1-2 page summary, explain how this artifact indicates mastery of the standard/outcome using the following as guidelines:

- ◆ What standard(s)/outcome(s) are being met?
- ◆ Identify 1-3 elements of the artifact and explain why/how they demonstrate mastery.
- ◆ How does, will, or could the content of this artifact benefit your instructional audience or professional community?
- ◆ Reflection: What did you learn from the experience when you created the artifact or took the course?

### Disposition Reflection

The Dispositions Assessment is a multi-phase assessment of a student's disposition needed for a practitioner in instructional and learning technologies. The disposition assessment takes place at specific times in the graduate student's career in the program. All incoming students will complete a self-assessment as part of DMET 520 which is the recommended beginning course and then again about midway into the program. During their final internship, the self-assessment will be

completed with their internship supervisor, and then finally the student will write a reflection statement on gathered evidence of disposition surveys including self-evaluations. The dispositions assessment aligns with ISTE standards, Pennsylvania Ch. 49, Pennsylvania Instructional Technology Specialist standards, and the Association for Education Communication and Technology standards. At any point during the graduate student's time in the program, a professor can complete a dispositions assessment of a student.

#### **Checkpoint #1:**

**Student Self-Assessment:** Completed in DMT 520. Students will complete the self-assessment midway through the course. The professor and advisor will review results to determine any concerns.

#### **Checkpoint #2:**

**Colleague Assessment:** Completed in DMT 530. This course is taken after beginning courses. Students will select a professional colleague or the collaborating Subject Matter Expert (SME) to complete the disposition survey for candidate.

#### **Checkpoint #3:**

**Assessed by Internship Supervisor at the Internship School/agency:** Completed in the Internship in DMT 585. Toward the end of the internship, the Internship Supervisor will complete the disposition survey for candidate.

#### **Checkpoint #4:**

**Reflection on Comprehensive Portfolio:** In the comprehensive portfolio students must write a reflection statement on gathered evidence of disposition surveys including self-evaluation.

## **Presentation**

Presentations show results of the internship to the East Stroudsburg University faculty member. There could be oral or written reports for an audience, media produced, etc., depending upon the student's experience and the faculty member's requirements.

**Summer Intern** – you will create a screencast and upload to D2L. Upload the screencast link, hosted in YouTube, to the D2L Dropbox.

#### **Semester Interns:**

Plan a 10 minute presentation to a graduate class. Work with your ESU-IT Intern advisor or your graduate advisor. You will present your portfolio (10 minutes) and take questions. The presentation can be traditional or virtual for MOST classes. The graduate class meeting this semester:

- ◆ DMET 510, 520, 526, 542 & 581

You need to talk to your professor. Politely ask if and when you can present.

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#### **D2L Portfolio Submissions**

- ◆ Upload Portfolio Hyperlink for Programmatic, internship and Comprehensive portfolios
- ◆ Portfolio's File Description includes: Advisor's name, Program/track (i.e. M.Ed., M.Ed. with Certification, or Certification)
- ◆ Additional uploaded files: plan of study with all signatures, and internship hour log



# 5 Instructional Technology Specialist

## Certification Portfolio



The Instructional Technology Specialist Certification is a non-instructional certification permitting the holder to function in a support role for K-12 classroom and school activities. The Certification in Instructional Technology is compliant with the Pennsylvania Department of Education and Instructional Technology Specialist Certification Standards and/or 24 credits. Students can earn certification during their master's study. The portfolio for specialist certification requires students to address Pennsylvania Instructional Technologists Specialist standards and demonstrate mastery.

### Plan of Study

The plan of study should be completed with the academic advisor after completing 6-9 credits. The plan will be signed by the student, advisor, department chair, and graduate dean. After all signatures are obtained, the plan of study will be mailed to the student. The student is required to scan a copy of the signed plan of study and upload it into TK20.

### Artifacts

Artifacts from graduate courses to demonstrate all program outcomes (Master's Degree) and/or standards (Certification)

- ◆ Conform to the requirements in the design/production guidelines
- ◆ A minimum of 8 artifacts and a maximum of 20 artifacts should be provided as documentation
- ◆ All outcomes must be addressed. A single artifact can document more than one outcome/standard
- ◆ Artifacts reflect the different content of at least 8 of the courses from the approved plan of study
- ◆ For certification, artifacts must show compliance with each of the Pennsylvania Department of Education (PDE) standards

## Cross Reference Grid

- ◆ For certification, complete the cross reference grid in compliance with PDE standards. See the end of this chapter for a cross reference grid sample.

## Summary and Reflection

**An artifact summary must be included for each artifact in your portfolio.** In a 1-2 page summary, explain how this artifact indicates mastery of the standard/outcome using the following as guidelines:

- ◆ What standard(s)/outcome(s) are being met?
- ◆ Identify 1-3 elements of the artifact and explain why/how they demonstrate mastery.
- ◆ How does, will, or could the content of this artifact benefit your instructional audience or professional community?
- ◆ Reflection: What did you learn from the experience when you created the artifact or took the course?

## Philosophy

All Instructional Technology students must write a philosophy of instructional technology in education and include it in their programmatic portfolio.

Prepare a philosophy of technology integration that addresses the following areas of professional vision, position, and responsibility:

### Role of Technology in Learning

- ◆ A contextual perspective of the school organization and the role of the instructional technology specialist within the organization
- ◆ The national, state, local, geopolitical, and social systems influence on the instructional technology specialist's roles and responsibilities
- ◆ Please cite research to support this section. Use APA Format for citations.

### Professional Vision

- ◆ Establishing and sustaining a positive climate toward technology integration in a single school or school district
- ◆ Development, implementation, and evaluation of curriculum and technology services
- ◆ Academic and co-curricular schedule and program design, implementation, and evaluation
- ◆ Strategies and behaviors conducive to positive management of services, staff, equipment and materials
- ◆ The application of technology as a tool for teaching, learning, and administration
- ◆ Building and maintaining positive partnerships with the administrators, faculty, students, parents, and community
- ◆ Reflective of personal professional growth and development

### Plan of Future Growth and Development

- ◆ Engage in continual learning to deepen content, andragogical, pedagogical knowledge in technology integration with current and emerging technologies
- ◆ Regularly evaluate and reflect on professional practice and dispositions to improve and strengthen the ability to effectively model and facilitate technology-enhanced learning experiences
- ◆ Use various traditional and digital tools for learning and global communication in ways that could challenge individual thinking

## Presentation

It is an accomplishment to get to this stage in the Master's Degree process. All students will present their programmatic portfolio to the graduate coordinator of Instructional Technology Master degree program.

### Time line & Logistics:

- ◆ Students must complete a rough draft of their programmatic portfolio the semester before the start of their internship.
- ◆ The student will present the portfolio in an informal setting to the graduate coordinator, either in the department office or via online conferencing technology. This presentation should be practiced prior to your appointment to maintain an approximate 30 minute presentation time.

### Opening:

- ◆ Philosophy (Try to be concise but recapitulate the important points)
- ◆ Show the outcomes and/or standards if applied and the artifact and reflection with which it is aligned
- ◆ Lastly, your future plans (or in the beginning)
- ◆ End your presentation – after 40 minutes

### Additional Notes:

- ◆ Following the presentation, the graduate coordinator will discuss updates and changes that may be necessary.

- ◆ Portfolio's File Description includes: Advisor's name, Program/track (i.e. M.Ed., M.Ed. with Certification, or Certification)
- ◆ Additional uploaded files: plan of study with all signatures, and internship hour log

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### Programmatic Portfolio submission

- ◆ Identify Portfolio with your name and Program/ track (i.e. M.Ed., M.Ed. with Certification, or Certification)
- ◆ Identify any specific requirements to view portfolios
- ◆ Use a Table of contents or navigation
- ◆ Plan of Study: scanned original of completed document
- ◆ Professional Resume
- ◆ Artifacts with summaries and reflection statements
- ◆ Philosophy statement
- ◆ Plan for future growth and development
- ◆ \*Certification - completed cross reference grid with links to artifacts substantiating standards met.

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### D2L Portfolio Submissions

- ◆ Upload Portfolio Hyperlink for Programmatic, Internship and Comprehensive portfolios

## Standards

### I. Knowing the Content

The professional education program provides evidence that Instructional Technology Specialist certification candidates complete a program at a bachelor's or post-baccalaureate degree level that requires them to demonstrate their knowledge of and competence in the application of instructional technology in public school settings. The program requires candidates to demonstrate an understanding of the fundamental and advanced concepts of instructional technology planning and applications at elementary, middle, and secondary levels (K-12).

| Standard  | Possible Experience   |
|---|---|
| <b>i. A.</b><br>Identification, selection, installation and maintenance of technology infrastructure, and hardware and software applications for school administration and instruction.<br>DMET 510    DMET 520    DMET 526<br>DMET 532    DMET 534    DMET 538 | <ul style="list-style-type: none"> <li>◆ Assessment of educational and administrative technological needs</li> <li>◆ Design and production of media including projected and non-projected visual aids, audio and video production in both analog and digital forms, and photography using film-based and/or digital formats</li> <li>◆ Implementation and maintenance of interactive information systems, the Internet, distance learning technologies, and networks</li> <li>◆ Assistive technology resources for students with special needs</li> <li>◆ Evaluation of the performance of hardware and software components of computer systems</li> <li>◆ Application of basic troubleshooting strategies</li> </ul> |
| <b>i. B.</b><br>Integrating technology into curricular planning and instructional design.<br>DMET 501    DMET 510    DMET 520<br>DMET 526    DMET 532    DMET 536<br>DMET 538    DMET 540    DMET 545   | <ul style="list-style-type: none"> <li>◆ Research on and evaluation of existing and emerging technologies</li> <li>◆ Use of instructional theories and teaching models</li> <li>◆ Learner characteristics, developmental levels, and individual differences as related to instructional technology resources and modifications</li> <li>◆ Access and use telecommunications for information sharing, remote information access and retrieval, and multi-media/hypermedia publishing</li> <li>◆ Electronic mail and Internet resources for communications and instructional support</li> </ul>   |

| Standard   | Possible Experience   |
|--|---|
| <b>i. C.</b><br>Management and administration of technology programs at the building, district and regional levels.<br>DMET 526    DMET 585  | <ul style="list-style-type: none"> <li>◆ Planning and utilization of facilities including, budgeting, accounting, and program reporting, grantsmanship, personnel administration, and staff development</li> <li>◆ Preparing presentations for parents, administrators, school boards, and the public</li> <li>◆ Monitoring and evaluating technology plans</li> </ul>  |
| <b>i. D.</b><br>Research, problem solving and product development of technological applications.<br>DMET 520    DMET 526    DMET 536<br>DMET 538    DMET 540    DMET 545<br>ELED 570 | <ul style="list-style-type: none"> <li>◆ Basic principles of instructional design associated with the development of instructional technology materials</li> <li>◆ Emerging programming, authoring, and problem solving environments including team and collaborative projects such as on-line workgroups</li> <li>◆ Designing and publishing on-line documents that present information and include links to critical resources</li> </ul> |

## II. Performances

The professional education program provides evidence that competencies and exit criteria for Instructional Technology Specialist certification candidates are assessed in coursework, field experiences, portfolios from previous employment and an internship. The program also provides evidence that the candidates demonstrate their knowledge of and competence in the delivery of instructional technology services that enhance administrative and teaching capabilities and improve student learning during a minimum of 120 hours of participation in sequential field experiences, practica, and an internship at diverse educational levels.

| Standard  | Possible Experience   |
|---|---|
| <b>ii. A.</b><br>Managing instructional technology services<br>DMET 526    DMET 585 | <ul style="list-style-type: none"> <li>◆ Creating an environment that fosters interest and growth in all aspects of technology</li> <li>◆ Establishing and maintaining rapport with all staff and students</li> <li>◆ Communicating high learning expectations</li> <li>◆ Creating a safe physical environment that is conducive to learning</li> </ul> |

| Standard  | Possible Experience  |
|---|--|
| <b>ii. B.</b><br>Planning, preparation and delivery of technology related in-service programs and instruction in collaboration with other professionals at a variety of instructional levels<br>DMET 520   DMET 526   DMET 585  | <ul style="list-style-type: none"> <li>◆ Utilize technology in problem solving based upon:</li> <li>◆ Pennsylvania Academic Standards,</li> <li>◆ Strengths and needs of learners at all levels of technological proficiency,</li> <li>◆ Established technology implementation plans.</li> </ul>   |
| <b>ii. C.</b><br>Selecting, implementing and adapting technology to teaching methodologies, curriculum resources and administrative functions in collaboration with other educators and integrating a variety of software, applications, and learning tools<br>DMET 520   DMET 526   DMET 532<br>DMET 538   DMET 540   DMET 530 | <ul style="list-style-type: none"> <li>◆ Creates a lesson in which students globally collaborate, as does the instructor for meaningful learning</li> <li>◆ Re-writing lesson plans with others so that student use technology in ways that meets their learning needs.</li> <li>◆ Uses technology within a lesson to differentiate instruction, and have input on implementation</li> <li>◆ Re-designs a lesson with others to meet higher level thinking goals and uses technology to achieve the goals</li> </ul> |
| <b>ii. D.</b><br>Selecting, developing and administering assessments that utilize technological applications and involve multiple indicators of student progress and using technology to maintain records on student achievement<br>DMET 510   DMET 520   DMET 526<br>DMET 585   ELED 570                                       | <ul style="list-style-type: none"> <li>◆ Use of the student data systems to make informed decisions about student instruction</li> <li>◆ Using a CMS or LMS to gather data on students and evaluate that data with colleagues</li> <li>◆ Using or administering an assessment system and lead decision making as a result</li> </ul>   |
| <b>ii. E.</b><br>Developing leadership techniques for working with all levels of the educational community and to manage and administer instructional technology programs at the building and district levels<br>DMET 526   | <ul style="list-style-type: none"> <li>◆ Developing plans to assess the technological needs and resources, and to evaluate technology implementation and outcomes</li> <li>◆ Developing plans to configure computer/ technology systems and related peripherals in laboratory, classroom clusters, and other instructional and administrative arrangements</li> <li>◆ Developing systems for the secure maintenance of student records</li> </ul>  |

### III. Professionalism

The professional education program provides evidence that Instructional Technology Specialist certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

| Standard  | Possible Experience  |
|---|--|
| <b>iii. A.</b><br>Professional organizations, publications and resources<br>DMET 520 DMET 580 DMET 581 or<br>Outside experience   | <ul style="list-style-type: none"> <li>◆ Has an extensive Personal Learning Network (PLN) on Twitter, LinkedIn, PLN networks etc.</li> <li>◆ Reads multiple paper based publications for professional purposes</li> <li>◆ Memberships to multiple learning associations and belongs to SIGs/Divisions</li> <li>◆ Volunteers or presents at local, state or national conferences</li> </ul> |
| <b>iii. B.</b><br>Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations<br>DMET 526 DMET 580 DMET 585 or<br>Outside experience | <ul style="list-style-type: none"> <li>◆ Successfully completes NIH Human Participants test</li> <li>◆ Applies to the IRB</li> <li>◆ Helps write or create Acceptable Use Policies for school</li> </ul>   |
| <b>iii. C.</b><br>Collaborating with school colleagues to enhance student, teacher and administrative capabilities and improve student learning<br>DMET 526 DMET 585 or Outside experience  | <ul style="list-style-type: none"> <li>◆ Actively works on PLN through multiple electronic resources</li> <li>◆ Participates or presents in Face-to-face or virtual conferences</li> <li>◆ Actively participates on strategic planning committees or other projects that impact student learning</li> </ul>  |
| <b>iii. D.</b><br>Communicating effectively with parents/guardians, other agencies and the community at large to support learning by all students<br>DMET 526 or Outside experience   | <ul style="list-style-type: none"> <li>◆ Participates in activities that include the school community - including parents</li> <li>◆ Creating resources (newsletters, webpage, tweets...) to effectively communicate with various stakeholders</li> <li>◆ Podcast/vodcasts student learning experiences and solicity feedback</li> </ul>   |

## Instructional technology Specialist Certification - Cross reference Grid

The cross reference grid helps ensure that you have evidence for every standard. When you re-create the grid, add the courses that you had. Then, put an X or a √ in the square that represents the standard met by the artifact created in the course. Please create this in an interactive spread sheet that enables links to each standard's artifacts.

|        | I. A. | I. B. | I. C. | I. D. | II. A. | II. B. | II. C. | II. D. | II. E. | III. A. | III. B. | III. C. | III. D. |
|--------|-------|-------|-------|-------|--------|--------|--------|--------|--------|---------|---------|---------|---------|
| Course |       |       |       |       |        |        |        |        |        |         |         |         |         |
| Course |       |       |       |       |        |        |        |        |        |         |         |         |         |
| Course |       |       |       |       |        |        |        |        |        |         |         |         |         |
| Course |       |       |       |       |        |        |        |        |        |         |         |         |         |
| Course |       |       |       |       |        |        |        |        |        |         |         |         |         |
| Course |       |       |       |       |        |        |        |        |        |         |         |         |         |
| Course |       |       |       |       |        |        |        |        |        |         |         |         |         |
| Course |       |       |       |       |        |        |        |        |        |         |         |         |         |
| Course |       |       |       |       |        |        |        |        |        |         |         |         |         |
| Course |       |       |       |       |        |        |        |        |        |         |         |         |         |
| Course |       |       |       |       |        |        |        |        |        |         |         |         |         |
| Course |       |       |       |       |        |        |        |        |        |         |         |         |         |
| Course |       |       |       |       |        |        |        |        |        |         |         |         |         |

See example at: <http://stefanie-stricker.wixsite.com/professionalport>



Your Cross Reference Grid must be created in an online format that will enable you to designate the standards met, related course, and a link to the artifact (s) that support the summary and reflection for each standard. Google Sheets is one recommended resource.

## PA Instructional Technology Specialist K-12 Standards Cross Reference Grid

File Edit View Insert Format Data Tools Add-ons Help

View only 100% 

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# 6 Portfolio Assessment



## Explanations of Assessments

The same rubric is used for the Programmatic Portfolio, Internship Portfolio, and Comprehensive Portfolio. The similar rubrics allow for mastery learning and assessment for learning so that the student can identify areas of growth in order to meet expectations before graduating. The comprehensive portfolio is a Pass – Fail assignment. Candidates are expected to achieve a minimum rating of Proficient in all categories for mastery and to graduate from the program.

|                      | Outstanding   | Proficient   | Revise   |
|----------------------|---|--|--|
| 1. Content Knowledge | <ul style="list-style-type: none"> <li>◆ Demonstrates sophisticated knowledge necessary to analyze, create, use, assess, and manage theoretical and practical applications of educational technologies and processes</li> <li>◆ Shows understanding of the diverse learners and learning needs</li> <li>◆ Knowledge of technical applications hardware, software and applications</li> <li>◆ Cognizant of compulsory outcomes and standards</li> <li>◆ Illustrates and explains appropriate uses of media (copyright, creative commons, fair use, and public domain)</li> </ul> | <ul style="list-style-type: none"> <li>◆ Demonstrates knowledge necessary to analyze, create, use, assess, and manage theoretical and practical applications of educational technologies and processes</li> <li>◆ Shows understanding of the diverse learners and learning needs</li> <li>◆ Some knowledge of technical applications</li> <li>◆ Cognizant of compulsory outcomes and standards</li> <li>◆ Illustrates and explains appropriate uses of media (copyright, creative commons, fair use, and public domain)</li> </ul> | <ul style="list-style-type: none"> <li>◆ Shows novice knowledge necessary to analyze, create, use, assess, and manage theoretical and practical applications of educational technologies and processes</li> <li>◆ Limited understanding of the diverse learners and learning needs</li> <li>◆ Limited knowledge of technical applications</li> <li>◆ Scant evidence of appropriate uses of media (copyright, creative commons, fair use, and public domain)</li> </ul> |

|                                | Outstanding   | Proficient   | Revise  |
|--------------------------------|---|--|---|
| <b>2. Content Pedagogy</b>     | <ul style="list-style-type: none"> <li>◆ Demonstrates reflective and effective implementation of educational technologies and processes based on contemporary content and pedagogy using the Instructional Design process</li> <li>◆ Differentiates learning using TPACK as per learning needs and goals</li> <li>◆ Creates and facilitates relevant and meaningful learning demonstrating creativity</li> <li>◆ Praxis based on a foundation of best practice and research</li> </ul>                            | <ul style="list-style-type: none"> <li>◆ Demonstrates reflective and effective implementation of educational technologies and processes based on content and pedagogy using the Instructional Design process</li> <li>◆ Differentiates learning using TPACK as per learning needs and goals</li> <li>◆ Creates and facilitates relevant and meaningful learning</li> <li>◆ Praxis based on foundation of best practice</li> </ul>                              | <ul style="list-style-type: none"> <li>◆ Demonstrates reflective and effective implementation of educational technologies and processes based on content and pedagogy using the Instructional Design process</li> <li>◆ Shows limited implementation of TPACK as per learning needs and goals</li> <li>◆ Creates and facilitates learning</li> <li>◆ Praxis based on a foundation of best practice</li> </ul>                                     |
| <b>3. Learning Environment</b> | <ul style="list-style-type: none"> <li>◆ Facilitates by creating, using, evaluating, and managing environments</li> <li>◆ Supplies vision for learning environments that encourage 21<sup>st</sup> Century learning in a range of organizational scales (e.i. classroom ► program ► school or training room ► organization)</li> <li>◆ Engages with a variety of methods with interoperability (face to face, hybrid, online, distance/mobile, Individualization, LMS/CMS, Adaptive technologies etc.)</li> </ul> | <ul style="list-style-type: none"> <li>◆ Facilitates by creating using, evaluating, and managing effective learning environments</li> <li>◆ Supplies vision for learning environments that encourage 21<sup>st</sup> Century learning in an organization (Scale is limited)</li> <li>◆ Engages with 3 methods with instructional technology (face to face, hybrid, online, distance/mobile, Individualization, LMS/CMS, Adaptive technologies etc.)</li> </ul> | <ul style="list-style-type: none"> <li>◆ Facilitates by creating, using, evaluating, and managing, effective learning environments</li> <li>◆ Supplies vision for a learning environment that encourages 21<sup>st</sup> Century learning (Scale is limited)</li> <li>◆ Engages with 2 methods within instructional technology (face to face, hybrid, online, distance/mobile, Individualization, LMS/CMS, Adaptive technologies etc.)</li> </ul> |
| <b>4. Professionalism</b>      | <ul style="list-style-type: none"> <li>◆ Strongly demonstrates collaborative leadership</li> <li>◆ Strongly adheres and advocates for the ethical use of technology</li> <li>◆ Models and promotes digital citizenship with global awareness and implementation.</li> <li>◆ In research, extensively shows the ability to explore, evaluate, synthesize, and apply methods to improve performance</li> </ul>  | <ul style="list-style-type: none"> <li>◆ Demonstrates collaborative leadership</li> <li>◆ Adheres and advocates for the ethical use of technology</li> <li>◆ Models and promotes digital citizenship with global awareness</li> <li>◆ In research, shows the ability to explore, evaluate, and synthesize, to improve performance</li> </ul>   | <ul style="list-style-type: none"> <li>◆ Lacking collaborative leadership</li> <li>◆ Adheres to the ethical use of technology</li> <li>◆ Models digital citizenship</li> <li>◆ In research, shows the ability to explore, evaluate, and synthesize</li> </ul>   |

|                                   | Outstanding  | Proficient   | Revise   |
|-----------------------------------|--|--|--|
| <b>5. Dispositions Reflection</b> | <ul style="list-style-type: none"> <li>◆ Well written reflection statement on gathered evidence of self disposition surveys including self-evaluation</li> <li>◆ Reflection should include supporting evidence from checkpoints 1,2,&amp; 3</li> </ul> | <ul style="list-style-type: none"> <li>◆ Reflection statement on gathered evidence of self disposition surveys including self-evaluation</li> <li>◆ Reflection should include evidence from checkpoints 1, 2, &amp; 3</li> </ul> | <ul style="list-style-type: none"> <li>◆ Reflection statement on gathered evidence of disposition surveys including self-evaluation</li> <li>◆ Reflection should include some evidence from checkpoints 1, 2, &amp; 3</li> </ul> |

| Exhibition of Portfolio          |  |   |   |
|----------------------------------|--|---|---|
|                                  | Outstanding  | Proficient  | Revise  |
| <b>6. Written expression</b>     | <ul style="list-style-type: none"> <li>◆ No evidence of mechanical or grammatical errors</li> <li>◆ Writing style demonstrates writing for purposeful competency</li> <li>◆ Vocabulary and terminology indicates a sophisticated understanding of material</li> </ul>  | <ul style="list-style-type: none"> <li>◆ No evidence of grammatical and mechanical errors</li> <li>◆ Use of professional vocabulary and terminology is evident</li> </ul>   | <ul style="list-style-type: none"> <li>◆ Grammatical and mechanical errors</li> <li>◆ Lack of professional vocabulary and terminology</li> </ul>  |
| <b>7. Portfolio Architecture</b> | <ul style="list-style-type: none"> <li>◆ Usability</li> <li>◆ Navigability makes sense to the user and works correctly</li> <li>◆ Organization meets stated requirements</li> <li>◆ Design: Adheres to current visual expectations</li> <li>◆ Utilizes design principles and is uniquely aesthetically pleasing</li> </ul> | <ul style="list-style-type: none"> <li>◆ Usability</li> <li>◆ Navigability makes sense to the user and works correctly</li> <li>◆ Organization meets stated requirements</li> <li>◆ Design: Adheres to current visual expectations</li> <li>◆ Utilizes design principles</li> </ul> | <ul style="list-style-type: none"> <li>◆ Usability</li> <li>◆ Navigation may not work correctly</li> <li>◆ Organization does not meet the stated requirements</li> <li>◆ Design: Does not recognize the current visual expectation</li> </ul> |
| <b>8. Oral Communication</b>     | <ul style="list-style-type: none"> <li>◆ Flow of presentation demonstrates planning, organization and practice</li> <li>◆ Enhanced responses to questions and provided reflective comments</li> <li>◆ Verbal communication natural and responsive</li> </ul>   | <ul style="list-style-type: none"> <li>◆ Organized and well planned</li> <li>◆ Used supporting visuals, if appropriate</li> <li>◆ Adequate response to questions</li> <li>◆ Effective verbal communication</li> </ul>   | <ul style="list-style-type: none"> <li>◆ Lack of preparation and organization is evident</li> <li>◆ Minimal response to questions</li> <li>◆ Lack of verbal communication</li> </ul>  |

## Philosophy Rubric

|                     | Outstanding  | Proficient  | Revise  |
|---------------------|--|---|---|
| Role of Technology  | <ul style="list-style-type: none"> <li>◆ Clear and understandable</li> <li>◆ Detailed answers to the Role of Technology criteria</li> <li>◆ Supported with theoretical, experiential and researched based practices that are cited in APA format</li> </ul>  | <ul style="list-style-type: none"> <li>◆ Understandable</li> <li>◆ Adequately answers the Role of Technology criteria</li> <li>◆ Supported with best practices citations</li> </ul>     | <ul style="list-style-type: none"> <li>◆ Does not answer Role of Technology criteria</li> <li>◆ Organization does not meet stated requirements</li> </ul> |
| Professional Vision | <ul style="list-style-type: none"> <li>◆ Clear and understandable</li> <li>◆ Detailed answers to the Professional Vision criteria</li> <li>◆ Supported with theoretical, experiential or researched based practices that are cited in APA format</li> </ul>  | <ul style="list-style-type: none"> <li>◆ Understandable</li> <li>◆ Adequately answers to be Professional</li> <li>◆ Vision criteria</li> <li>◆ Supported with best practices</li> </ul> | <ul style="list-style-type: none"> <li>◆ Does not answer Professional Vision criteria</li> </ul>  |
| Future Plans        | <ul style="list-style-type: none"> <li>◆ Pragmatic with the identified area of interest</li> <li>◆ Demonstrates metacognitive learning and collaborative refinement for continued growth</li> <li>◆ Uses various traditional and digital tools for learning and global communication in ways that could challenge your thinking</li> </ul> | <ul style="list-style-type: none"> <li>◆ Pragmatic</li> <li>◆ Demonstrates ways to continue learning</li> <li>◆ Uses tools for learning</li> </ul>                                      | <ul style="list-style-type: none"> <li>◆ Unrealistic</li> <li>◆ Uses a single focus for learning</li> </ul>   |

# 7

## Additional Resources

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### On-line Resources

- ◆ <http://www.electronicportfolios.com/>  
Dr. Helen Barrett's Guide to electronic portfolios
- ◆ <https://www.edutopia.org/blog/digital-teaching-portfolio-edwige-simon>  
Do I Need a Digital Teaching Portfolio?
- ◆ <http://www.learnnc.org/lp/pages/6437>  
Showcase your skills with an electronic teaching portfolio: Google Sites tutorial
- ◆ <https://www.teachthought.com/technology/8-educational-apps-to-create-digital-portfolios/>  
12 Educational Apps to Create Digital Portfolios
- ◆ <https://eduscapes.com/tap/topic82.htm>  
Electronic Portfolios: Students, Teachers, and Life-long Learners

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### Portfolio Examples

- **M.Ed. using Wix:** <http://stacykeller.wix.com/instructionaltech>
- **M.Ed. & ITSC using Wix:**  
<http://stefanie-stricker.wixsite.com/professionalport>
- **M.Ed. using Wiki:**  
<https://ericwinkeportfolio.wikispaces.com/>
- Portfolio+Introduction
- **M.Ed. using Google Site:**  
<https://sites.google.com/site/teachtechandcomm/home>

### Example Title Page

1. Name:
2. Student ID Number:
3. Date Submitted:
4. Advisor:
5. Software Needed for Viewing Portfolio:

## Portfolio Structure Example

## Outcomes & Artifacts

**Graduate Program Outcomes and Demonstrative Artifacts**

Please reference the programmatic my knowledge and expertise of each of artifacts (i.e. course-based project)

**Online Graduate Portfolio**

- Home
- Recent Changes
- Pages and Site
- Artifacts
- Search

- Portfolio Introduction
- Portfolio Title Page
- Plan of Study
- Professional Resume
- Outcomes & Artifacts

**Create your portfolio in an online digital platform. Design it to include each outcome with artifacts and artifact summary & reflection**

| OUTCOME  | COURSE REFERENCES, SUPPORTING ARTIFACTS, AND SUMMARY/REFLECTION DOCUMENTATION   |
|--|---|
| <p>Introduce the course concepts, tools of inquiry, and structures of the discipline of Instructional Technology and creates an environment conducive to effective integration of technology into a business environment or school curriculum.</p> | <p><b>MCOM 520 -</b><br/> <b>Selection and Utilization of Instructional Media for the Classroom</b></p> <p><b>Isabel Malmgrens Lab Project - Lab 1: Input, Budget &amp; Lesson Plan 11 Summary &amp; Reflection</b></p> |
|  | <p><b>MCOM 526 -</b><br/> <b>Organization and Administration of Instructional Technology</b></p>  |

## Artifact Summary & Reflection

**IDEAL CLASSROOM - COLLABORATIVE MULTIMEDIA LAB**

The following artifact summary and reflection will evaluate the Ideal Classroom project created using Webpages and Flipcameras.com

**9.5 - Ideal Class Floorplan**

**Each outcome will link to the artifact created**

## 1. SPECIFIC OUTCOME MET THROUGH ARTIFACT CREATION

The creation of my Ideal Classroom artifact met the outcome introduction to incorporate technology and the integration of technology into the school curriculum.

**In addition, each outcome will have a summary & reflection – see Portfolio Development Guidelines for required content**

## 2. IDENTIFY 1-3 ELEMENTS OF THE ARTIFACT DEMONSTRATE MASTERY

**MCOM 520 - Selection and Utilization of Instructional Media for the Classroom**

**MCOM 526 - Organization and Administration of Instructional Technology**

# Course Descriptions

Revised November 2017

## **DMET 501 Current Applications (1:1:0)**

This course will provide an introduction to future and current issues and topics in THE APPLICATION of media communication and technology. To highlight communication issues, students will be exposed whenever possible to varied presentation strategies. The application of media communication and technology to academic and business situations will be demonstrated. This course may be taken for credit more than once if a student wishes to study another current issue.

## **DMET 510 Online Tools and Strategies for Learner-Centered Instruction | DE+ (3:3:0)**

In this class, students will increase technological pedagogical content knowledge to create lessons in various online learning environments. Application of digital tools will include but are not limited to CMS and LMS strategies and the collaborative web in order to develop learner-centered lessons by using an understanding of differentiation, extension, and global awareness for the 21st century. By collaborating with classmates and in other online environments, the students will extend their personal learning network beyond the class.

## **DMET 520 Selection and Application of Learning Technologies | DE+ (3:3:0)**

In this course, students will formulate the skills needed to integrate learning technologies based on understanding an array of technologies, theories and practices. Through discussion, planning, and knowledge of universal design, class participants will acquire the proficiencies needed to create diverse projects that evaluate ideal learning environments and enable incorporation of technology for learners.

## **DMET 526 Organization and Administration of Instructional Technology | DE+ (3:3:0)**

This course defines the organization, administrative and management roles, responsibilities and tasks of an instructional technologist. Also this course provides an introduction to and overview of the challenges, opportunities, and issues to instructional technologists who serve as administrators and managers in academic and business/industry settings.

## **DMET 530 Instructional Design for Effective Learning | DE+ (3:3:0)**

Instructional design is a systematic process used to analyze learner needs, and then, develop, design, and evaluate instructional materials. In this introductory course, students will create a learning unit based on student identified learning goals.



**DMET 532 Digital Photography and Still Images | Onsite (3:3:0)**

This course will provide students with an overview of many different methods for selection, production, manipulation, utilization, and presentation of still images for instructional applications. Students will learn varied techniques of locating, acquiring, and producing digital and non-digital still photographic images.

**DMET 534 Video Production | Onsite (3:2:2)**

This course will cover the aspects of video production used by educators and trainers to produce quality motion media. A review of research, pre-production organization, production techniques, and post-production editing will be included. Students will have the opportunity to produce motion media in this course.

**DMET 536 DE: Internet For Educators | DE (3:3:0)**

Students will be introduced to the fundamentals of using the Internet to access and share information with emphasis being given to how this technology can be used as a classroom tool. Project design, commercial services, free services, and online procedures will also be emphasized.

**DMET 538 Desktop and Digital Publishing for Learning | DE+ (3:3:0)**

Students will apply the basics of designing print and digital publications for learning. With an understanding of design principles, use of creativity and visual intelligence, students will complete hands-on activities to produce effective media. Topics Include: publication options, use of type in print and digital environments, imagery, visual layout, linear and non-linear progression.

**DMET 540 Multimedia I | DE+ (3:3:0)**

This is the introductory course in the Multimedia series, which provides introductory multimedia production skills within instructional design and learning theory. Students will learn introductory skills while using instructional design principles to plan and produce multimedia for effective classroom instruction. Topics include the integration of media literacy, instructional design implementation, assessment, and media production techniques.

**DMET 542 Multimedia II | DE+ (3:3:0)**

This is an intermediate course in Multimedia series, which increases the skill level of the student in production, and applying learning theory to the instructional materials. The course builds upon the instructional design, learning theory, and skills gained in other courses. Students create multimedia productions using instructional design process and professional tools so that instruction can be delivered on multiple digital devices.

**DMET 543 Multimedia III | DE+ (3:3:0)**

This is an advanced media production that builds upon instructional design and skills gained in Multimedia II. Students will fully integrate digital still, digital motion, digital sound, and digital animation using instructional professional programs. Productions will provide an interactive experience with understanding of learning theory and implementation of unit planning. Focused attention will be given to diversity and learning accommodations. (Prerequisite: DMET 542).

**DMET 545 Interactive Media | Onsite (3:3:0)**

This course is designed to introduce the student to the technology of interactive media. Special emphasis is placed on the various applications for interactive media. Students will gain practical experience in creating interactive media programs.

**DMET 580 Research Project I: Action Research Design | DE+ (3:3:0)**

Designing appropriate learning opportunities requires the application of research techniques in order to improve resources for learning and productivity in a technology enhanced environment. Using research-based instructional theories and extant data, students create a proactive research action plan.

**DMET 581 Research Project II: Action Research Implementation | DE+ (3:3:0)**

In this second research course, students will implement their action research design in order to make positive change in a learning environment. While doing systematic research, students learn to create an observation tool, analyze the limitations of a study, or do data analysis to interpret the data. The final product will be a research summary based on a synthesis of the student's research and extant data. (Prerequisite: DMET 580)

**DMET 585 Internship | DE+ (3:3:0)**

Students will work in an environment that provides professional experiences related to the student's field of interest and study, be assigned instructional technology tasks, and document the activities of an instructional technology and/or training media professional. An external non-department member media professional and appropriate department faculty member will jointly supervise the students.

**DMET 589 Thesis | DE+ (6:0:0)**

This course consists of thesis topic development, information gathering, material organization, data evaluation, formal thesis report writing, and completion of the thesis. Thesis procedures must adhere to the Thesis Guidelines as defined by the Office of the Graduate School and the Department of Digital Media Technologies. Students register for **either 3 or 6 credits in one semester with approval of adviser.**



Digital Media Technologies Department, East Stroudsburg University of Pennsylvania, 200 Prospect St. ✕ East Stroudsburg, PA 18301

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570•422•3763, fax 570•422•3876



**Instructional**  
 **Technology**